



Proposed Clinical Requirements for Teacher Preparation

Background

On November 4, 2015, the State Board of Education adopted updates to a range of teacher preparation and certification requirements. As part of these updates, the Department will require extended clinical components to support rich and relevant school-based work prior to full-time teaching. There are two clinical components: clinical experience and clinical practice. Clinical experience (or “practicum”) is designed to connect theory to practice by affording teacher candidates opportunities to observe and assist with student learning. Clinical practice (or “student teaching”) serves as the culminating field-based experience or internship where teacher candidates gradually take on more classroom responsibility, and ultimately demonstrate their ability to lead student learning. For more details on the proposed requirements, please view the following documents posted on the Preparation web page:

- [Changes to CEAS \(Traditional-Route\) Preparation](#)
- [Changes to CE \(Alternate-Route\) Preparation](#)

The purpose of this document is to provide all preparation programs with a preliminary, non-exhaustive list of acceptable experiences that would count toward the clinical experience requirement and to outline the Department’s vision for the clinical component of preparation for CEAS (traditional-route) programs. We will continue to work with programs and educators in a collaborative effort to built to identify additional acceptable experiences.

Definition of “Clinical Experience”

Clinical experience is defined in regulation as the diverse, guided, hands-on, practical applications and demonstrations of professional knowledge, skills, and dispositions through integrated, collaborative, and facilitated learning and practice in early field, practicum, and other opportunities that occur prior to clinical practice. The activities and responsibilities take place across a variety of settings and are integrated throughout the educator preparation program.

Potential Clinical Experience Examples

Below is a list of allowable clinical experience activities or actions:

- **Engaging in observations and actively participating in the following:**
 - Instruction in the classroom or educational setting
 - Tutoring
 - One-on-one or small group during instructional time
 - One-on-one or small group after school
 - Evening/afterschool activities
 - Parent/teacher conferences
 - Back to School Night
 - Club meetings
 - Professional development sessions
 - Staff meetings
 - Additional teacher duties
 - Lunch/hallway monitor
 - Communication to parents/guardians
 - Evening courses



- Alternative education settings
- Supplemental coursework
- **Providing instruction based on planned, reviewed lessons**, such as:
 - Tutoring
 - One-on-one or small group during instructional time
 - Small group instruction
 - Push-in/Pull-out support during lesson
 - Lead teaching individual or sequences of lessons
 - Co-teaching individual or sequences of lessons
- **Participating in virtual clinical experiences** such as:
 - Avatar-based training
 - Reviewing/evaluating video-taped lessons

Note: Regulations for CEAS teacher preparation programs require candidates to complete practicum experiences in at least two school settings. These virtual experiences would count toward the practicum hours but would not count toward the requirement for two school settings for these preparation programs.

Please see the following page for a snapshot of the Department's vision for the clinical component of educator preparation

For More Information

- View the [Preparation web page](#).
- To share questions or comments, please email rpr@doe.state.nj.us.



Vision for Clinical Component

Requirements for clinical component are designed to gradually increase candidates' responsibility in an educational setting.

	Clinical Experience Prior to Clinical Practice	Clinical Practice Prior to Full-Time Semester*	Clinical Practice Full-Time Semester**
Focus	<i>Connecting theory to practice by observing and assisting with student learning</i>	<i>Becoming immersed in a school setting and gradually gaining classroom responsibility</i>	<i>Demonstrating ability to lead a classroom and impact student learning</i>
Regulatory Requirements	<ul style="list-style-type: none"> Duration of 50 hours minimum prior to clinical practice Occurs in at least 2 school settings Required placement in special education setting Increases in intensity and duration throughout the program 	<ul style="list-style-type: none"> Duration of 175 hours; minimum of 100 hours occurs throughout semester prior to full-time practice Occurs in same school setting as Semester 2 (where possible) Includes PD days with K-12 site at beginning of semester 	<ul style="list-style-type: none"> Duration is full-time for entire semester Occurs in same school setting as 175 hours of clinical practice (where possible) Observation of candidates at least once every other week by clinical supervisor
Examples of Allowable Activities	<ul style="list-style-type: none"> Observing teachers Completing virtual clinical experiences Tutoring Participating in after-school activities in a K-12 or community-partner setting Participating in lunch/hallway duty Leading/co-leading small group instruction Providing 1:1 in-classroom support 	<ul style="list-style-type: none"> Leading/co-leading small group instruction Providing 1:1 in-classroom support Lead teaching/independently teaching lessons Co-teaching with an Effective or Highly Effective cooperating teacher 	<ul style="list-style-type: none"> Lead teaching/independently teaching lessons Co-teaching with an Effective or Highly Effective cooperating teacher

Enables teacher candidates to experience a full P-12 school year.

*Clinical Practice could occur over multiple semesters with at least 100 hours in the semester immediately preceding full-time practice

**Clinical Practice semesters could be completed Spring or Fall